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ABSTRACT

This document is intended to help practitioners plan and implement activities for observance of Career Development Month in Illinois. Part 1 examines the following topics: the definitions of career development and education-to-careers; the rationale for devoting a month to career development; a career framework; and suggested Career Development Month activities. Part 2, which concentrates on specific career development activities appropriate for youths and adults, details 26 activities that have been successfully implemented at Illinois elementary, secondary, and postsecondary schools. The following are among the activities included: K-8 career awareness program; business buddies classrocm project; exploration of high-tech careers; totally tech camp; job shadowing for rural students; summer job contacts, extended campus program; and tech prep summer educator academy. Part 3 profiles six nationally recognized career guidance programs. Part 4, which deals with education and community collaboration, discusses the following topics: (1) benefits of education-community resource collaboration; (2) ways parents can be involved; and (3) work-based learning experiences (field trips, resource speakers, career days/fairs, job shadowing, mentoring). Part 5 presents the following items: labor market information; facts and figures regarding gender equity; list of 10 traits employers want in their employees; and profiles/addresses of 4 Illinois agencies providing career-related information. (MN)

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INTRODUCTION

The Illinois State Board of Education, in cooperation with the Illinois Career Development Association, has developed these materials to assist with the planning and implementation of activities for the observance of Career Development Month.

The materials contain two parts. **Part I** focuses on ideas related to the observance of Career Development Month. **Part II** concentrates on career development activities appropriate for youth and adults. If you have not already scheduled a special career development event, Career Development Month is the perfect occasion. It offers an outstanding opportunity to seek collaboration among business, media, industry, labor, local agencies, and community volunteer organizations to promote student/participant career development.

Please compete and return the Evaluation Form at the end of the materials. May you engage in a most rewarding career development celebration for your learners!

Developed and distributed by

Illinois State Board of Education
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Springfield, Illinois 62777-0001

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PART I

CAREER DEVELOPMENT MONTH

What is career development?

Career development is a lifelong process through which individuals come to understand themselves as they relate to the world of work. It occurs through participation in a continuum of developmental activities available through both formal and informal experiences in and outside of institutions and agencies. Though the terms *career development, career guidance,* and *career counseling* are often used interchangeably, they are not the same.

Career guidance is an intervention and refers to a systematic program of counselor-coordinated information and experiences (Herr & Cramer, 1992). The ultimate goals of a career guidance program is to provide individuals with the knowledge and skills needed to develop realistic career plans and make the appropriate decisions to carry out these plans.

Career counseling is primarily the communication that takes place between counseling professionals and their clients concerning issues of preferences, competency, achievement, self-esteem and the array of factors that facilitate or inhibit personal planning. Career counseling is not the same as job counseling, which has a narrow focus on a specific job rather than on the broader notion of career.

What is Education-to-Careers?

Education-to-Careers (ETC) is a community-based education system to prepare all learners for meaningful careers. ETC supports fundamental education reform efforts at K-16 educational programming. ETC builds on the experiences and successes of vocational education, Tech Prep, youth apprenticeship and the many business-education partnerships currently in existence.

Three basic components form the foundation of Education-to-Careers:

- **School-based Learning** provides career exploration; career counseling; and instruction that links academic, career, and work-based learning, and typically involves at least one year of postsecondary education.
- **Work-based Learning** provides instruction and experiences in the workplace linked with school-based learning.
- **Connecting Activities** coordinate the involvement of business, labor, schools and students; match students and work-based learning opportunities; and train teachers, mentors and counselors.

How is career development related to Education-to-Careers?

Illinois has adopted a four-phase model based on the National Career Development Competencies to guide

development of comprehensive career development services. The *Awareness* phase in grades K-5 helps students understand the role of work, their own uniqueness, and basic knowledge about career clusters--large groupings of occupations that have similar industry background and function. Students participate in planned career development activities in the context of the fundamental learning areas.

The *Exploration* phase in grades 6-8 helps students discover their individual interests and abilities by exploring career areas and how education relates to the world of work. This phase culminates in students preparing a preliminary Individualized Career Plan (ICP) by the end of the eighth grade which links educational paths to broad clusters of careers called Career Interest Areas. They are:

Agriculture and Natural Resources
Arts and Communications
Business and Administrative Services
Health Services
Human and Family Services
Engineering and Industrial Technology

The *Orientation* phase in grades 9 and 10 allows all students to test their preliminary career interests through work-based learning experiences like job shadowing and mentoring and the updating of their career plans by the end of the 10th grade.

The *Preparation* phase takes place in grades 11 through 16, during which time students choose a field of study and develop advanced academic and occupational skills directly related to their career objectives. A student's individualized career plan is reviewed annually to assure that their educational preparation relates to their career objectives.

What is the relationship of career development to the Illinois Employment and Training Centers?

The Illinois Employment and Training Centers (IETCs), also known as One-Stop Career Centers, are designed to provide high-quality, customer-driven, universally accessible education and training services for workers, individuals looking for or needing preparation to work, students and employers. IETCs are intended to provide services in the most efficient and effective manner possible by integrating and coordinating the providers of education and training to better serve the customer of workforce intervention programs. IETCs are also intended to serve as primary clearinghouses for the acquisition and distribution of labor market and career information in their service areas.

Why devote a month to career development?

Career Development Month provides an opportunity to increase public awareness of career development--in schools and in the community. It can be used to mobilize support for career development activities at all age levels and in all program settings. It is an opportunity to help the public understand the importance of career development from early childhood through adulthood and to stress that career counseling can be a preventative measure as well as a tool to help people in crisis situations.

November has been proclaimed **Career Development Month** by Governor Jim Edgar. It is being supported by the Illinois State Board of Education as well as professional organizations concerned with career development such as the Illinois Career Development Association

CAREER FRAMEWORK

Career interest areas are large groupings of occupations that have like industry backgrounds and functions. The career areas of interest help educators to make students aware of the wide spectrum of occupations in the labor market through experiential, interdisciplinary activities that reinforce the fundamental learning areas. It is expected that by the beginning of the 11th grade , all students will be able to select a career area to further investigate.

Agriculture and Natural Resources

Agribusiness, agriscience and natural resources have always been and will continue to be very important industries. The industries include such things as farms, dairies, greenhouses, fruit orchards, vineyards and nurseries focused on the production of crops, plants, trees and livestock. Agribusiness involves research, service, supply and production as well as processing, marketing and advertising, and employs a substantial workforce nationwide. Demand for employees in the area of agribusiness, agriscience and natural resources will continue to exceed supply.

Arts and Communications

Arts and communications are essential parts of our modern society. The arts include careers in film, theater, television, radio, dance, music and visual arts. Nearly all careers in the arts require special talent and training. Anyone entering the arts must have strong talent, great determination, and the ability to withstand disappointment and rejection. People in the arts need to be self-disciplined, creative and able to express themselves through their art, whatever it might be.

The communications area includes telegraph, telephone, printing, publishing and broadcasting media. Communications media are in a sense, the nervous system of our society. People in these fields facilitate communications between people and over long distances.

Business and Administrative Services

Almost one-third of the workforce in the United States is employed in administration, business, and office work. Each sector of the economy, from mining and agriculture to wholesale and retail trade, requires office workers and business and financial experts. New technology is changing the way people do business. It is in the process of transforming the traditional office and many of the traditional office jobs

The field of marketing and distribution comprises all the steps that bring countless products and services to consumers. The jobs and work settings are as varied as the thousands of products and services that are bought and sold everyday.

In almost every area and at every level, computer training will be needed to keep up with the demand for immediate information. Education will not end with employment. In the fast-changing world of business and marketing, retraining (continuing education) will be essential to keep up with and adjust to new developments brought about by technology.

Health Services

Health care, with its perpetual technological changes and high degree of specialization, offers many individual challenges. The health services industry has responded to market forces and the demands for low cost medical care with changes in its delivery system, making this as exciting field. Health care encompasses a wide variety of positions in an assortment of settings with an expanding and challenging future.

Human and Family Services

Variety is the key feature of the occupations in the human and family service area. These occupations provide important functions in our communities. People in these occupations work in the hospitality and recreation field, public and community services, or family/consumer and personal service areas. Occupations in the hospitality field are diverse and are related to foodservice, lodging, recreation and travel.

The occupations in public and community services are necessary to keep the nation and state and community running smoothly and efficiently. Public service employees work in occupations where they help school children learn, see that taxes get collected, and that heat, electricity, light and water are available in homes, schools and workplaces. These employees also see that waste is removed and disposed of properly and that people are safe on the streets and at home.

People with jobs in the personal services area help consumers feel and look better. Social service workers support people of all ages who need assistance.

Engineering and Industrial Technology

Modern technology has an enormous effect on our lives. Technology makes our lives simpler. Scientists, engineers, technologists and technicians all contribute to the wondrous development of technology. The manufacturing industry with its factories and suppliers helps keep America running. Construction, with all

its related fields, is an enormous industry but one that is tied closely to the economy and is one of the first fields hit by recession and economic change. Jobs in construction will go to those who have obtained training and have up-to-date skills. The transportation industry includes occupations moving both people and products via buses, railroads, trucks, airplanes and ships.

SUGGESTED CAREER DEVELOPMENT MONTH ACTIVITIES

- Participate in the Career Development Month poetry and poster contests (refer to next page for application).
- Send announcements on Career Development Month to local newspapers, radio and television stations.
- Ask to be interviewed on radio and television news shows and discussion programs.
- Share your own story—what pathway did you follow to get where you are today.
- Suggest to students that they ask their parents to tell their stories.
- Have a career booth at shopping malls or other public places.
- Arrange career talks to classes and assemblies at elementary, middle and high schools.
- Ask the librarians to set up a career book display table.
- Conduct a job club for high school seniors.
- Prepare bulletin board displays.
- Arrange field trips to workplaces.
- Conduct free public career workshops on such topics as how to prepare a resume, how parents can help their children in career planning and how to select a college.
- Explore careers in the academic areas.

PART II

CAREER DEVELOPMENT ACTIVITIES

SAMPLE ACTIVITIES

Curriculum ideas have been included to provide school staff and community agencies with concrete ideas for implementing career education and guidance strategies with students and clients. The following classroom activities are taken from the list of Connections 2000 award winners. Connections 2000 is a program devoted to developing and disseminating activities which further Education-to-Careers innovations throughout the State of Illinois. These activities have been provided as examples of experiences that can meet career development needs of learners in the following levels:

A. Elementary

B. Middle School/Junior High

C. Secondary

D. Postsecondary/Adult

ELEMENTARY

Color Our World Green

Sherrard Grade School

P.O. Box 39

Sherrard, IL 61281

"Color Our World Green" is a crayon recycling company for elementary students at Sherrard Grade School. The program consists of a three-week unit that was initiated in science classes while students were studying the environment and recycling. Fourth grade students operate departments within the company, thus giving them experience in career-related activities. The company includes a number of departments so that all students have an opportunity for leadership. Company departments include recycling, receiving, quality assurance, manufacturing, marketing, accounting, sales, advertising, and delivery.

The K-3 students participate by donating broken crayons. Participating students have their own personal accounts of donated crayons. These accounts are kept on computers, thereby allowing older students the opportunity to apply their computer skills. After donating a specified weight (metric), the K-3 student receives a free crayon.

Fourth grade students and parents melt the broken crayons and produce an assortment of shaped crayons using candle molds. By incorporating skills learned in language arts, mathematics, science, social sciences, and Technology, the students integrate all their academic skills in a real work-related project.

The fourth grade students sell all remaining crayons to students and their families as a fund raiser for the outdoor classroom. The project has proven to be very effective at reinforcing the concepts of recycling and environmental respect, as well as teaching students about how a company operates.

Common Sense about Business Partnerships

Longwood Elementary School

3OW240 Bruce Lane

Naperville, IL 60563

Longwood Elementary School and Oak Brook Bank in Naperville have formed a relationship to create learning experiences and provide opportunities for children to develop life goals and experiences. The partnership promotes responsible money management skills and provides students with the tools necessary to help them build a secure financial future.

Faculty from Longwood initiated the program by applying for and being accepted into the Goals 2000 Program after being accepted to the Goals 2000 Program, Longwood contacted Oak Brook Bank as a potential internship site for the program- To learn as much as possible about the operations of the banking industry, teachers from Longwood spent one week observing, talking with employees, and working as tellers in a branch bank. Through this experience, teachers learned how to greet customers, process deposits and withdrawals, make money orders, and distribute travelers' checks.

At the conclusion of the internship, the teachers joined forces and formed a Partnership committee that included parents, staff, and bank managers. The committees purpose was to implement a "bank at school program," monitor its activities, and facilitate a successful partnership. The project started with the opening of savings accounts for students, which was followed with a bank naming and logo contest for the bank. A pep rally, including an official ribbon-cutting ceremony and the signing of a partnership agreement was held on October 2, 1998. 1998.

Other program developments include teller training for fourth and fifth grade students by bank personnel. the development and delivery of integrated K-5 banking curriculum with existing district and state math goals, field trips to Oak Brook Bank, art work displayed at branch banks, student chorus and band performances at the main bank, and e-mail pals with bank employees.

K-8 Career Awareness Program

McHenry Elementary School District #15

1011 N. Green Street

McHenry, IL 60050

In the fall of 1998, teachers, parents, and community members associated with McHenry Elementary School initiated a career awareness program for kindergarten through eighth grade students. The purpose was designed to expose students to a broad range of career opportunities available in today's world of work. Through participation in this program, students see the connections between what they are learning in school and -tasks performed on the job, and they begin to develop important career competencies essential for success in the work environment.

Through this program, students not only enhance their understanding of careers in today's market, they develop and apply other important skills. For example, students write letters inviting speakers to visit their classrooms; they create interview questions and develop interview skills-, and they write follow-up thank you letters. They access the internet for related information, and they continue contact with guest speakers through e-mail.

To help implement this program, the district Curriculum Council formed a pool of parent and community members to serve as resources for classroom teachers. During the program, these resource volunteers are invited to speak to students about their careers and explain how the), apply such skills as reading, math, science, communications, in their daily career tasks. To avoid duplication, the Council developed a career matrix that lists the types of careers that students should be exposed to over the course of their nine years at McHenry Elementary, In some cases, careers were selected for specific grade levels because the occupation is already a part of a unit lesson.

In an effort to disseminate information about the project, a database of volunteers has been developed and distributed to each school in the district. In addition, career awareness videotapes were made available to all staff in each building as an additional resource for the program.

Parent and community response to the program has been outstanding. By January 1999, over 200 parents and community chamber members had volunteered to participate in the program. Meanwhile, teachers report that the program is easy to implement and fits nicely into the curriculum. The Curriculum Council plans a formal assessment of the program in the spring of 1999.

Business Buddies: A Classroom Project

Jefferson Elementary School

725 W. Putnam St.

Princeton, IL 61356

Business Buddies: A Classroom Project is a cooperative learning project which links Princeton Elementary School (PES) classrooms with the local business and community service world.

The second grade teacher, formed a team with Princeton's local newspaper, the Bureau County Republican, to spearhead the program that brings the business world into the classroom and sends the classroom out into the community. The program began in 1995, initially involving 11 classrooms and 11 business leaders in one PES facility. Currently, all four PES buildings, which include kindergarten through fourth grade, and 31 businesses are involved in the program.

The objective of Business Buddies is to match an elementary class with a community business for an entire school year. A representative/owner of the business makes a commitment to visit his/her classroom on a monthly basis. Scheduling is extremely flexible and each business leader works closely with the classroom teacher to offer a presentation which relates to the classroom curriculum. Through the program, students have gained an increased awareness of community resources, significant exposure to potential career options, reinforcement of the importance of education to successful vocations and an admirable sense of belonging and pride in the community.

Community/business participants also become increasingly aware of classroom settings and the educational process. Their presentations help to develop informed future consumers and entrepreneurs. They enjoy serving as positive and inspirational role models.

MIDDLE SCHOOL/JUNIOR HIGH

Education-to-Careers Guidance at VMS

Vandalia Middle School

1017 W. Fletcher

Vandalia, IL 62471

Faculty at Vandalia Middle School are working to increase the connections between school, home, community and career planning. By using a multifaceted approach, leaders at Vandalia have been able to significantly impact sixth, seventh, and eighth grade students' knowledge of and interest in exploring career options.

The program begins with sixth grade students using a program entitled, "Looking at Myself" to assist them in identifying their personal interests and skills in self-esteem, speaking, listening, decision making, goal setting, and career awareness. Sixth grade students also begin an Individual Career Portfolio that they continue to enhance with materials related to career planning in the seventh and eighth grades as well as on into high school. Seventh grade students use the computer interest inventory program, "Countdown 9, 8, 7" and participate in a career fair composed of local community speakers. Meanwhile, eighth grade students conduct further exploration into career choices using the "Real Game," which exposes students to terms like gross monthly income, deductions, monthly expenses, and budgeting.

To broaden student experiences even further, sixth grade students participate in a field trip to a local two-year college, seventh grade students visit a local four-year institution and the eighth grade students visit a local high school vocational program.

At the completion of this program students have the information needed to make wise choices concerning their high school curriculum and future career opportunities.

Connecting Careers for Real

Thomas Middle School

1430 North Belmont Avenue

Arlington Heights, IL 60004

The Connecting Careers for Real program at Thomas Middle School provides numerous short-term, complimentary experiences for eighth grade students in an effort to expose participants to the practical link between the curriculum in academic areas and the world of work. Through these complimentary experiences, students become aware of myriad of career opportunities available to them and learn a great deal about their personal interests, skills, and aptitudes.

Some of the complimentary experiences offered through the program include Thomas Snacks Fifth Avenue, a catering class; Art and Architecture, where students complete many related careers; and the American Musical Theater, a study of the theater, its music and career opportunities. Other courses a student might select include Industrial Technology, which provides a glimpse into various related fields, and Mall Roving, a study of budgeting and financial management which includes the opportunity to learn about selected careers.

Another course, Career Connections, while still one of the various elective courses, is different in its approach. Introspective curriculum materials and activities form the first portion of the class. After completing these activities, students have the opportunity to become employees and job-shadow a business partner during a one-week period.

Career Development for Middle School

Illinois Valley Central District #321

P.O. Box 178

Mossville, IL 61552

Educational leaders at Illinois Valley Central District #321 have long required eighth grade students to identify a career pathway they are most interested in following in their search for a professional career. Although notable, this career selection process has always been hampered by the fact that at least one-third of the eighth grade students do not see the connection between school and their future. This educational and career aimlessness has been addressed through the development of the Career Development for Middle School s program. The program includes a career curriculum that helps students realize, through their activities, the connection between school and their future as employees. The three-part middle school curriculum includes two all school activities, an individual student activity for the Individual Career Portfolio (ICP), and community/co-op student presenters sharing with the students.

The first part of the program involves planning an all-school career activity near the beginning of each semester. This activity helps students, teachers and parents focus on the task of career exploration. Suggestions for career activities might include some type of career contest or career day. The second part of the program includes the development of a K-8 career development activity. In the sixth, seventh and eighth grades, student career activities focus on interest exploration, facts about professions, family communication, and goal setting. At this level, students also begin to put together information for their career resume. The last part of the middle school career curriculum asks each visitor presenting at the school to share with the students some background on training and experiences in their own career development.

A plan that directs exploration and makes the connection for students between school and work gives students the knowledge they need to make informed, wise choices concerning their future career pathway. We are all winners when students arc informed about their options and make the school-to-work connection.

Job Shadowing

Malan Junior High Unit #3

124 S. Webster St.

Harrisburg, IL 62946

Faculty members from Malan Junior High School, in cooperation with the local community college (Southeastern Illinois College) and in partnership with about 40 businesses have developed and implemented a job shadowing program that is beginning its second year of operation. The program was designed to give middle school students work-based learning experiences that bridge the cap between school and local businesses by providing first-hand exploration of various career options. The partnership program culminates with students completing job shadowing experiences one hour per day for four days each week.

Before students are placed at the job-shadowing sites, they complete classroom instruction in etiquette and appropriate business dress. They also complete interest inventories and other types of self-discovery tools to help them learn more about job skills they already possess and about jobs for which they might be well suited. In addition, participating students receive information to help them understand what to expect at their sites and how to get along with people in work situations.

After completing the classroom component, students are placed in job-shadowing situations that provide the maximum benefit for both the student and the business partner. While making these decisions, open lines of communication are developed with all parties concerned, including parents. The program has served as a valuable tool for developing career planning skills and self-knowledge. The program also provides students with occupational exploration and the interpersonal skills of leadership, team building, and critical thinking.

Explore High Tech Careers

PERFECT

2000 Pioneer Parkway, Suite 19C

Peoria, IL 61615

Explore High Tech Careers is a summer program designed to enhance the existing Manufacturing Skilled Trades Work-Based Learning Program. Middle school and secondary students, within the Central Illinois Education-to-Careers Partnership, attend one- or two-week career exploration experiences through the summer. Developed in collaboration with K-12 education, business, industry, and Illinois Central College, this program allows students to explore manufacturing skilled trades careers through an integrated systems technology laboratory, tours of manufacturing

facilities and activities in goal setting and team-building. Parents are encouraged to be involved in their child's career exploration by attending the orientation and observing their child's participation during lab activities.

This program targets students who may not have the opportunity to participate in the Manufacturing Skilled Trades Work-Based Learning Program through their high school and encourages students to consider academics needed to pursue manufacturing skilled trade careers. A one-week camp is specifically designed for females to encourage exploration of nontraditional occupations.

Throughout the program, math and other technical skills are emphasized as necessary to achieving success in manufacturing skilled trades careers. Students are encouraged to enroll in four years of math during high school, including algebra and geometry. Through experiencing hands-on activities in the laboratory and observing the skills necessary to work in manufacturing skilled trades careers, students have a clearer understanding of the connection between how school relates to the world of work.

Schools are informed of summer activities through a unique follow-up process. Certificates of Achievement are created for all participating students and mailed to the students' principals asking them to present the certificates to the students. The purpose of this process is two-fold. First, students are given recognition for their summer activities from a respected, familiar adult, their principal. Second, schools are made aware of the students' career explorations to assist with the students' career/academic counseling.

Totally Tech Camp

Whiteside Area Vocational Center

1608 Fifth Avenue

Sterling, IL 61081

The Totally Tech Camp at Whiteside Area Vocational Center consists of a two-day career exploration and career awareness opportunity for 100 area students. Students from 17 middle schools were represented at the camp held in June 1998.

Totally Tech Camp was marketed through the distribution of brochures to each middle school in the vocational system. Radio stations and area newspapers also provided the students, parents, and community with information regarding the camp.

The camp was organized, planned, and conducted by six instructors, seven team leaders, and two camp facilitators. Business and education, working together, provided the teaching and learning experiences. Several business people also participated by teaching or assisting with a class and providing supplies for the activities. T-shirts and lunches were provided to all participating students.

During the camp, students explored six career areas: Internet safari, wellness venture, T-shirt production, auto show, hospitality cruise, and kiddie kampus. Each of the career areas provided hands-on exploration opportunities for the students with relevant activities to help them gain an understanding of the various career options available and an overview of the rapidly changing career opportunities in the real world.

Students participated in two team-building activities which helped them to improve the soft skills necessary for success in the workplace. Business partners continually emphasized the importance of employees having team building, critical thinking, communication, and listening skills, all of which the students used in their teams while completing problem-solving activities.

SECONDARY

Job Shadowing for Rural Students

Midwest Central High School

910 S. Washington Street

Manito, IL 61546

What does it mean to "go shadowing?" Sounds like some kind of X-Files thing or secret agent duty, right? It is much more important than that. Job-shadowing is a requirement for graduation as part of Midwest Central High School's consumer management class. It is a learning experience that allows students to "up close and personal," what it takes to be successful in different areas.

To complete the required experience, students must arrange and coordinate their own job-shadowing experiences and answer a series of questions to evaluate what they learned. At the conclusion of the experience, each student must write an essay describing the good and bad points of life on-the-job based on what was observed during the shadowing experience. Faculty members indicate that many of the essays are thoughtful and provocative.

Through the program, students have learned not only what they might want to do in the future, but many have also learned what they definitely do not want to do--both equally valuable lessons.

Career Exploration Opportunities

Adlai E. Stevenson High School

1 Stevenson Drive

Lincolnshire, IL 60069

The Career Exploration Opportunities program is designed to allow students the chance to explore careers at local businesses. Through these experiences, students gain the knowledge and confidence necessary to make sound career decisions. In addition, these experiences provide excellent opportunities for students to meet professional contacts for college or employment recommendations and future college internships and have the experience itself as a great addition to all college applications.

The CEO program includes three basic components: e-mail mentorship, career shadowing, and individualized summer program. E-mail mentorship is designed to give students the opportunity to "talk" with professionals over the Internet about a career, determine what courses of study are appropriate and discuss other factors necessary for beginning a career in a particular field. Career shadowing allows students the chance to spend one day "walking in the shoes" of a professional at their place of business. The Individualized Summer is for students that would either like an experience longer than one day (internship) or because of time constraints during the school year, are only available for career shadowing during the summer.

To apply for the program, students must have a "C" grade-point average, a good attendance record, and transportation for career shadowing. Each student must complete a CEO application which includes a one-page paper outlining why the student is choosing this career to explore, their strengths and weaknesses as they pertain to this career and what they hope to accomplish by completing a career exploration. In addition, a letter of recommendation from a teacher, counselor or staff member must be submitted.

The individualized summer program application process also includes an interview with a member of the CEO advisory committee. After being accepted into the CEO program, students must attend a mandatory workshop on workplace etiquette and appropriate dress.

Education-to-Careers and Professions Program

Champaign Centennial High School

913 S. Crescent

Champaign, IL 61821

The Education to Careers and Professions (ECP) program provides a connection between the classroom and the real world. Through collaboration between business and education, students at Centennial High School have the opportunity to apply academic concepts to specific job situations.

During the program, freshmen students complete an individual career plan with their guidance counselor. From this activity the student picks one of the six career pathways established by the ECP Program: health care, human services, business/technology/communications, fine arts, agriculture/natural resources, and engineering/manufacturing. Once the student has selected a career pathway, appropriate course work is then developed.

Workplace exposure begins during the student's first year with field trips and guest speakers and culminates in the student's senior year with a job internship. During the sophomore year, participating students complete job shadowing experiences in numerous careers and professions and the junior year finds students completing workplace mentoring in a selected career or professional area.

This program provides benefits to the business community, the teachers, the parents, and especially our country's greatest resource--our students.

Summer Job Contacts

Northwestern High School

18575 E. 800th Street

Sciota, IL 61475

The Summer Job Contacts project was developed at Northwestern Fifth School to provide students with information to assist them in finding employment during the summer months.

By integrating the career education, advanced keyboarding and the web page classes, students learn to conduct research and interview area business personnel concerning available employment options. The project also provides students with the knowledge and skills needed to create brochures for circulating information and design a web page that will disseminate information online. While completing the project, students improve their writing, research, keyboarding, communication, and computer literacy skills. All of these skills are necessary for success in today's rapidly changing society.

The project begins with students in the career education classes conducting research on job opportunities, discussing interviewing interviewing procedures, and conducting employer interviews. After compiling this information, the career education students provide the advanced keyboarding and the web page classes with the information collected.

The advanced keyboarding class uses the elements of good composition and design to create a brochure for distribution in the community. This brochure includes information on specific employment opportunities within the community, interviewing tips, and suggestions for other contacts that can be made for job options.

Meanwhile, the web page classes design a web page to circulate student employment opportunities online. Using HTML programming language, the students design a page that provides information about current job opportunities with specific businesses. The page also has links to those businesses that are accessible on the Internet.

The project evaluation is based on the quality of the conducted interviews, the brochure, and the web page using rubrics for the evaluating instrument. The Summer Job Contacts project has proven to be a very successful tool for exposing students to the business community and has helped form a close partnership between the school and the community.

Career Exploration Program

Heyworth High School

308 W. Cleveland

Heyworth, IL 61745

In the past five years, Heyworth High School has established a number of programs designed to augment students' preparation for the future. Two of these new programs include the Tech Prep Homeroom and the Real-World Interview.

The Tech Prep Homeroom project involves students in planning career-related activities for the entire school year and implementing these programs on a monthly basis. Meanwhile, the Real-World Interview project represents a collaborative project with State Farm Companies to provide "real world" instruction to juniors and seniors enrolled in an elective communication class.

Combined short-term projects include instruction in job application, resume writing, interviewing etiquette, career exploration, role playing and an actual interview with employees from State Farm's employment center. The activities use cross-curricular instruction involving the communication teacher, a business education teacher and a variety of

speakers from State Farm.

Students, working with a mentoring teacher, create and update a student portfolio that includes a four-year plan, testing scores, activities, career pathways and a record of Tech Prep activities and their outcomes. Students are exposed to a variety of speakers to help with their career education. Topics for the 1998-99 school year included community college and university expectations, apprenticeship opportunities, technical school opportunities, and entrepreneurship education.

Homeroom mentors assist students with registration for the upcoming school year and advise students on what courses best fit their chosen career pathways with special attention given to graduation requirements, community college and university requirements, course prerequisites and career planning. Students with special needs are directed to the guidance counselor for more in-depth assistance.

Members of the Tech Prep team also participate in an exit interview with the State Farm team to gain information on how the program can be improved. To date, over 200 students have completed the interview in a "real world" experience and several have been offered jobs with our "good neighbor."

Practical English

Chester High School

1901 Swanwick Street

Chester, IL 62233

A special education teacher at Chester High School, has developed a new job shadowing component in her practical English courses. This program allows students in the special education department opportunities to job shadow at various companies within the Chester community.

The practical English class curriculum helps prepare students for the workplace by allowing them opportunities to prepare resumes and cover letters and participate in mock interviews, The Job Shadow program requires students to use the knowledge they have acquired in the classroom on the job. Students must prepare a resume and participate in a mock interview for a position at one of the companies that they have visited during the class.

At the conclusion of the Job Shadow Program, the participants must write an essay based on their experience, participate in a mock interview for the company they visited, and evaluate the company and position they shadowed. This evaluation consists of questions designed to involve the students in further research of a company or a career. The essay, interview, and evaluation are graded on a rubric.

Chester is a small town in Southern Illinois with limited resources and the job shadow experience provides students with the opportunity to explore careers that they might not otherwise have the chance to see. Through the program, students are allowed the opportunity to visit not only small companies, but Fortune 500 companies that are located in nearby St. Louis, Missouri.

Technical/Vocational Laboratory

Timber Ridge Magnet School

3701 Davis Street

Skokie, IL 60076

Three years ago a technical/vocational laboratory emerged out of the main lobby of the Timber Ridge Magnet School. Office panels, work surfaces, overhead bins, lateral file cabinets, office chairs, and other office equipment were installed in an effort :o simulate a typical office environment.

As the students enter the laboratory, over 27 units that focus on different career fields surround them. Every unit provides students with exploratory experiences in different career areas. Additionally, the units provide students with information about the type of educational preparation necessary, the responsibilities required and the rewards offered by various careers. After completing all units, the students work on a general career exploration unit where they complete job applications and resumes as well as a diverse assortment of career-related worksheets.

The impact of this technical/vocational laboratory on students, teachers, and parents is profound. The students can't wait to start their work once they enter the room. The teachers are amazed at what the students are learning and how everything is integrated and vocational in nature. The parents absolutely support what has been developed, both physically and in content. Each year culminates with an evening event that allows parents the chance to work in the lab and see exactly what their children are doing in the laboratory.

The Junior Career Plan

East Leyden High School

3400 Rose Street

Franklin Park, IL 60131

The new Junior Career Plan program at East Leyden High School is designed to help counselors prepare juniors for post-high school education with a multifaceted approach including group programs and individual sessions. The program begins each September with all junior students meeting counselors in a small group setting to complete a detailed student assessment. During this meeting, counselors provide students with information related to five career paths and review high school graduation as well as college entrance requirements.

Shortly after the initial group meetings, parents and students are invited to an evening program featuring speakers from a community college, a four-year private college, and a four-year state university. During this event, speakers provide information about their particular organizations as well as the advantages and rationale for attending that type of institution.

Individual counseling sessions are then conducted, and each student is given a copy of a career planning guide and information related to the ACT Prep Class, college and scholarship information, and other career information. After the counselor reviews the five-year career paths, focusing on a particular path relevant for the individual student, the counselor meets with the individual student again and explores career interests using the resources of the Internet and other specialized computer programs. This individualized session becomes the basis for the junior's course selection process for senior year.

Near the conclusion of the academic year, parents and students are invited to attend a financial aid workshop covering the "nuts & bolts" of the financial aid process that they will begin in their senior year.

The Junior Career Plan provides a systematic program that gradually inducts the student into a career developmental program during his/her four-year journey through high school.

Extended Campus Program

Jacobs High School

2601 Bunker Hill Drive

Algonquin, IL 60102

The Extended Campus Program at Jacobs High School maintains internship and apprenticeship partnerships with industrial, business, professional, and/or service occupations in the Fox Valley area. The program provides junior and senior students a chance for hands-on career exploration and an opportunity for employers to express their needs in future employees.

The program involves a complementary classroom component and work-based learning experience. By completing the classroom experience prior to the work-based learning, students have a better understanding of careers, skills needed to be successful, education needed, and what local businesses have to offer.

To participate in the program, students must submit an application to the Extended Campus coordinator and complete two interviews—one with the coordinator and one with the business site supervisor. Students begin the program with an education-to-careers skills "test" site (the classroom), where they learn to use the relevant work skills needed in a business environment.

During the classroom experience, students also log personal information into an individual career plan CD-ROM which allows completion of a sample job application, a resume, interview information, goal-setting activities, and career

interest areas. These printed materials are later placed in a portfolio.

After successfully completing the classroom experience, students enter the work-based learning component of the program. While at the work-site, students must complete weekly log sheets, classroom work, and other evaluation components.

Preliminary results indicate that the program has had a dramatic impact on participating students and the business/industry mentors. The program increases student awareness of the required educational needs, while increasing the pool of perspective employees with skills for the business partners.

Aspira of Illinois Youth Development Program

Aspira Inc. of Illinois

2435 North Western Ave.

Chicago, IL 60647

The Aspira Youth Development Program was envisioned by Aspira Incorporated of Illinois, a 30-year-old social services agency that focuses on empowering youth and families through education, cultural awareness and community involvement. Aspira's Youth Development Program provides support and guidance to the youth of several Chicago neighborhoods such as Logan Square, Humboldt Park, and West Town--all areas of diverse ethnic make-up and highly in need of educational opportunities and vocational training.

This program encourages middle and high school youth to enroll in their school's Aspira Leadership Development Club. Established in the various Chicago Public Schools that Aspira serves, the clubs from the main core of Aspira's system of services to the community. The Aspira counselors visit their assigned schools to provide counseling and career advice and to facilitate students' interaction at the Aspira Club on a weekly basis.

Through the clubs, Aspira is able to reach young students and expose them to information about different careers, community concerns, and their ethnic history. The clubs form a federation run mainly by students concerned about their community and cultural heritage. Each club approaches community, personal and scholastic needs in a different way. Each counselor specializes in a discipline such as arts, folk and cultural history, public policy, health careers, sports and business. Thus, the structure of each club is coordinated to fit the students' needs in these areas.

The success of the program has been developed by bringing students into a safe environment where students talk about their expectations, inquire about important issues and learn about all of their career options.

ADULT/POSTSECONDARY

Career Exploration Camp

Rend Lake College

468 N. Gray Parkway

Ina, IL 62846

Career choices are best made early, and to make Informed choices, students ' must have opportunities to consider a wide range of jobs and occupational training programs, including nontraditional ones. Young people between the ages of 11 to 14 are in a transition stage and are often exploring their interests and capacities for the first time. The Career Exploration Camp was designed to assist students in making wise career selections.

During the month of June each year, Rend Lake College hosts the annual Career Exploration Camp. In its third year operation the camp now boasts an average enrollment of 165 each year.

Planning for the annual event begins in April when camp organizers personally visit all middle schools in the region and discuss the program with administrators and faculty members. Approximately 600 miles of travel was required to contact each school. During these visits, flyers and registration forms are distributed to 1,500 students at the middle schools. Students are also provided with personal invitations to participate in the week-long camp.

The camp provides students with hands-on learning experiences and an opportunity to visit sites throughout the week to actively participate in a variety of different career options. The curriculum used during the camp experience focuses on career planning, decision-making and the relationship between current decisions and future opportunities and accomplishments.

Each class is designed to be informational and students are encouraged to ask questions. A total of 25 different departments are involved in delivering learning experiences to participating campers. The College President provides welcoming comments for the camp orientation and encourages each student to take advantage of the planned activities.

The overall success of camp was excellent according to student evaluations. A great week of educational information always turns a week of learning into a week of fun.

Economic Achievers

Office of Economic Education

Governors State University

University Park, IL 60466

The Economic Achievers project is an ongoing program that involves the Governor State University College of Business, high school students in District #205 and youth from two Harvey junior high schools--Gwendolyn Brooks and Rosa Parks. Focusing on free enterprise, careers, job skills, decision making and goal setting, the Economic Achievers meet several times during the school year and for three weeks during the summer.

During the school year, teachers at Brooks Junior High and Parks Junior High School integrate lessons about careers and work ethics into their curriculum. Selected students are then offered an opportunity to participate in the summer program. Students selected for possible participation complete an application that includes teacher recommendations, evidence of academic achievement and a well-written essay.

The summer program concentrates on career awareness through three different themes. The seventh grade program uses money management as a means to motivate students to think about various careers. Students study the relationship between education, careers, and income. They learn the importance of skill and knowledge in any career pathway.

The eighth grade looks at the economic realities of the workplace. Students study the impact of supply and demand on career availability, learn how investment in human capital improves their skills, and discuss how goal setting and preparation can improve their career opportunities. Meanwhile, ninth grade students examine careers through a hands-on approach. They view videos about career pathways, write resumes, complete applications, role play interviews and discuss career options.

Each level in the Economic Achievers program includes both a school-based and a work-based learning component. In class, students study about careers and how to prepare for them. They exchange ideas about job preparation and entry-level skills. Students spend one week on the GSU campus preparing reports in the Business Computer Lab. They are assisted in their writing by GSU staff, and they prepare oral presentations that are the highlight of a culminating reception for parents, students and business partners. Students also visit local businesses to observe firsthand what goes on in the world of work.

ETC SYSTEM-WIDE ACTIVITIES

ETC/Tech Prep Summer Educator Academy

Danville Area Community College

2000 East Main Street

Danville, IL 61832

The East Central Illinois Education-to-Careers and the Danville Area Community College District 507 Tech Prep Initiative have collaborated to develop a Summer Educator Academy, that brings together elementary, secondary, and

post secondary educators with local business and industry leaders. The academy consists of a week-long in-service activity that provides local business partners a chance to make a difference at the classroom level, as business partners develop meaningful relationships with educators and ultimately have input into curriculum development.

The academy provides meaningful learning and sharing experiences for local business partners and participating educators. During the first day of the academy, participants receive an overview of Education-to-Careers and related labor market information and advice about applying rigor and relevance in the classroom. The first day ends with a social mixer at the local Chamber of Commerce. The second, third and forth days of the academy see educators conducting on-site internships at local business sites where they learn about that industry and develop an indepth relationship with the business site partners. On the last day of the academy, all participants are introduced to the WorkKeys curriculum and complete a wrap-up session. The academy ends with a business partners' luncheon.

To participate, business partners are required to attend the social mixer on the first day and then host one or more educators for three days. Business partners are also asked to develop a plan in advance that allows educators to rotate through their organization to learn about the nature of the business/industry during the three-day internship.

During past years, many business partners have established long-term relationships with the educators who completed these short-term internships. These relationships result in business partners serving as classroom speakers or helping to teach specific topics, business partners providing in-service workshops and training, educators attending meetings at the business site; and, business partners providing written information (job descriptions, forms, etc.) for curriculum enhancement.

Pull Up a Chair at the ETC CAFÉ

Iroquois-Kankakee Education-to-Careers, Inc.

P.O. Box 671

Kankakee, IL 60901

At the invitation of local superintendents, several educators were challenged to identify how to create career awareness among all K-12 teachers and students at the Iroquois-Kankakee Region. Not wishing to reinvent the wheel, these educators identified and prioritized ideas and practices used around the State to identify practices that could be used in their local communities. The result of this identification process is called the "ETC Café" because it offers different programs for different palates.

The format for ETC Café evolved around collecting personal information through making on-site visits, rather than sending out surveys. Conducting personal visits by small teams with key players in every elementary and middle school in the two-county region was an enormous task, but the rewards were commensurate with the efforts.

Beginning with the "Entrée into the World of Work" invitation, project leaders asked building administrators to choose key staff, or the entire staff, to attend a one-hour meeting. At the meeting they compiled a list of best practices and developed training plans for participants who desired to implement education to careers activities. Procedures were also developed to insure that all children have the opportunity to internalize the employability skills needed to become successful in the world of work in the 21st century.

Following this initial meeting, participants were provided with information on conducting the "Harvard 5 Minutes" assessment and designing a Parent Advisory Panel, as well as great lesson planning ideas for each grade level. Participants were also provided with resource materials and the invitation to attend a summer Education-to-Careers Conference, which will be used to "kick off" the regional staff development phase of the project.

SERVING ALL STUDENTS

Serving all students is a goal of Education-to-Careers which is a system that makes appropriate activities and experiences accessible to every learner. The award-winning activities and programs that were listed previously are examples of services that can be available, but a system may have many other activities. Activities should be planned so that they are available no matter the learner's age, gender, race, ethnic origin or disability. Following are pointers to consider when planning activities that will serve all students.

1. All students should be exposed to a full range of careers including those which are nontraditional for their gender.

2. Prior to assessing student' career interests, they should be provided with career exploration activities, including the provision of experiences and information about high-wage, high-skill and nontraditional occupations; access to diverse role models in nontraditional careers and visits to worksites.
3. Career assessment should include interviews that draw out skills and interests learners may have that are transferable to nontraditional employment.
4. Administrators, counselors and teachers should be provided training and support on diversity, nontraditional careers and the needs of future workforce.
5. An assessment should be done to determine if enrollment in all classes and programs (including higher level math, science and technology) and reflect a balance of males and females as well as the racial/cultural diversity found in the school.
6. Based on the assessment, a plan should be developed to increase representation of any group that is underrepresented.
7. Enhancement activities such as tutoring and mentoring should be provided in academic areas in which learners have deficiencies.
8. Teachers, students and parents should be provided with information about the future workforce; skills required in the future; the importance of math, science and technology education; the earning potential of various careers and the importance of nontraditional employment opportunities.
9. Existing work-base opportunities should be evaluated to determine how they are serving girls, minority students and students with disabilities and what job placements result from these opportunities
10. .Women-owned and minority-owned businesses should be involved in all phases of planning and implementation of work-base learning experiences.
11. All participating businesses/organizations will receive an orientation about nontraditional careers and the composition of the future workforce and should be encouraged to require parity in the students they accept for placement.
12. Training provided for workplace mentors should include awareness of diversity issues and how to mentor all students interested in nontraditional occupations.
13. Information for students on general workplace skills should include legal rights on the job and techniques to prevent and diffuse sexual harassment.
14. Students' work-based learning experiences should include awareness of all areas of the industry including those nontraditional for their gender.
15. Technical assistance and inservice activities should address serving all students including how all students are defined and identified, what barriers prevent their full participation and how services will be provided to overcome those barriers.
16. Career fairs should include nontraditional occupations and diverse role models who represent the workforce including those in nontraditional careers.
17. Availability of vital support services including child care, transportation, tutoring, preparatory training, support groups and mentoring should be determined. A plan to address gaps in services will be developed.

PART III

NATIONALLY RECOGNIZED

CAREER GUIDANCE PROGRAMS

The Illinois schools described below have been recognized nationally as having outstanding examples of career guidance programs. This recognition was a result of participating in a search conducted by the U.S. Department of Education and the National Center for Research in Vocational Education's (NCRVE) Office of Student Services (OSS) in cooperation with the National Association of State Career Development/Guidance Supervisors and the American Vocational Association. These programs exemplify school efforts in implementing well-integrated, comprehensive career guidance programs that are designed to assist all students in transitioning from school to work and/or further education.

Exemplary Programs

PROGRAM NAME: Horizons Program

LOCATION: Rich South High School

POPULATION: All students (1000+), grades 9-12

CONTACT: Phyllis P. Nixon, Counselor

Rich South High School

5000 Sauk Trail

Richton Park, IL 60471

747-5500

Rich South High School serves over a thousand students from a middle-class community in a suburban area south of Chicago. Each student has a personal educational and career plan developed through a structured four-year career guidance and counseling program called *Horizon*. Because of the plan and the experiences associated with completing the plan, each student has identified a career area that fits his or her interests and aptitudes. More importantly, they are aware of their educational options and have lined up experiences both at school and community that will help them understand and better fulfill their future career plan.

The career guidance and counseling program is delivered through a four-year developmental curriculum taught by guidance counselors in cooperation with the social studies, English, foreign language, technology and math teachers. Teachers incorporate career development curriculum into their classes. They fully support the program and encourage their students to be actively involved. As proof of their belief in the program, those interviewed by the site visit team reported that they periodically bring their own children who attend other schools to use Rich South career center's resources.

Changes in the guidance and counseling curriculum are made based on input from a Career Advisory Council composed of teachers, parents, students and business representatives who meet once a month. Additional feedback is obtained from the Focus Group for Career Education made up of business representatives, the superintendent and the vice-principal who meet quarterly.

Students avail themselves of work and community experiences through the following: (1) the Community Experience Program—an on-the-job career research experience for juniors and seniors, (2) a local mall provides space and entrepreneurial assistance to the marketing class, (3) a job shadowing experience for at-risk students offered in coordination with the Business Education Career Initiative (BECI) and the South Suburban Gang Initiative, (4) the Internship and Cooperative Education Program for seniors who meet prerequisites and (5) career fairs. The BECI program involves over 40 businesses who provide the day-long job shadowing experience.

Teachers and counselors believe their school is successful because of everyone's willingness to find out how they can change what they do so students acquire the skills that businesses want." To help teachers design lessons that are more meaningful to the students, the school has initiated a Teacher Job Shadowing (teacher exchange) program where teachers observe a worker in a chosen industry. The worker in turn comes to the class and observes the teacher.

PROGRAM NAME: School-Wide Counseling Program to Support Tech Prep

LOCATION: Elk Grove High School

POPULATION: All students (1,587), grades 9-12

CONTACT: Anna Marie Yates, Counselor

Elk Grove High School

500 W. Elk Grove Blvd.

Elk Grove Village, IL 60007

(847) 718-4455

The purpose of the program is to significantly reduce the number of students enrolled in the general education track by counseling them into appropriate career choices and Tech Prep degree programs. A developmental/preventive counseling program is being delivered to all students. This program is based on students outcomes/competencies and organized into a planned curriculum in which students are empowered to learn more effectively and efficiently; it is sequential and flexible; and is an integrated part of the total education process, involving all school personnel.

The program offers specialized counseling and intervention services and fosters maximum student growth and development in three domains: education/academic, personal/social/physical and career. The program is led by a team of five school counselors who are assisted by a social worker, school psychologist, school nurse and service learning director. Peer helpers and mediators also assist students.

Career development strives to be a collaborative effort across the curriculum. The Career Advisory Council is a very focused and effective group. Students are afforded the opportunity to participate in several different school-to-work programs before they graduate. All students develop a life and career portfolio - Know Yourself from A to Z.

PROGRAM NAME: Career and Employment Services

LOCATION: Lewis and Clark Community College

POPULATION: All students (5,000+)

CONTACT: Dr. Sonja Peacock, Professor/Counselor

5800 Godfrey Road

Godfrey, IL 62035

(618) 466-1294

A major component of the career guidance and counseling program is offered through Psychology 130, an elective class taught by several teachers including the special populations and adult education coordinators. About 250 students take the class per year. Those not enrolled in class avail themselves of the curriculum through well-advertised and popular individual and/or group meetings with counselors. The class also has an online version currently being pilot-tested and will be available for all students by summer of 1998.

Support services personnel include part-time counselors, student aides and volunteers who work to assist students' career development. For example, staff from Lewis and Clark Community College (LCCC) work with the Association of American University Women (AAUW) to conduct a middle school gender equity program run by volunteers. Teachers who are academic advisors also work hand-in-hand with the counselors to ensure students receive necessary information about their credits and goals.

There are a number of collaborative efforts between college faculty and staff and the community. Various businesses collaborate with the college through coop programs, the AAUW local chapters collaborate with the college in offering an annual program for girls; the college also offers a job matching service for local companies such as Olin Corporation and Florissant Mutual Co. to provide customized training to employees or world-be employees, Nuevo Technology

provides positions for the coop and apprenticeship programs and small businesses around the area actively participate in both coop and apprenticeship programs.

Students' transition from school to further education is facilitated by academic advisors in various transfer programs. The career placement office assists students to transition to work by arranging interviews, connecting students with work opportunities and other referrals to various businesses. There is a staff member who assists students with special needs (e.g., students with disabilities or those trying to advance from welfare to work) to access the services they need to succeed. The college also maintains flexibility in their offerings to make sure that students get the credit they deserve. For example, the Jobs 100 class for welfare-to-work students is available as an independent study or can be taken as an elective.

The career guidance and counseling program undergoes constant changes depending on the needs of the students and the evaluation and feedback from users of the center. Data collection includes the number of users of the career center and their degree of satisfaction with services provided. The college also receives employment data from the state as well as transfer data from universities.

Past and current students who were interviewed by the site visit team feel the college offered them an opportunity to get to know themselves and learn that they can be good at something. Overall, they feel the LCCC instructors "care about students." They like the atmosphere at the college and feel that they are "like a family here."

PROGRAM NAME: Career Planning and Employment Services

LOCATION: Parkland College

POPULATION: All students (9,000+)

CONTACT: Gerry Hough, Director

Parkland College

2400 West Bradley Ave.

Champaign, IL 61821-1899

(217)351-2536

Parkland College's Career Planning and Employment Services (CPES) is very successful in assisting students make the transition to continuing education or the workplace. The office collaborates with faculty, administration, graduates, the local university, and business and industry to help students progress. It provides students, as well as people in the community, with a broad range of services including counseling, advising, testing, job placement and other support programs designed to enhance educational experiences, promote personal growth and supply employment assistance. The office also collects critical data on student placements, salaries, program placement and a variety of other information used regularly for program improvement and for guiding current and prospective students. Many human resource representatives of local business and industry rely heavily on the strong pool of candidates available through CPES.

A monthly career development seminar is provided for anyone who wishes to attend. These seminars are designed to help students, graduates and community members develop individual career plans based upon their own interests, abilities and values. CPES' unique and innovative computerized job-management system matches employers with potential employees via the announcement of active openings on job bulletin boards throughout the college, with job-specific boards in each wing where specific career preparation takes place. Students, graduates and alumni are allowed to use resume-writing software to create professional resumes. Resumes are place on-line to be reviewed by prospective employers and job listings are available for students to use in searching for jobs that interest them. CPES also publishes a weekly placement bulletin and distributes personalized mailings to participating students and alumni on a weekly basis. Students who wish to transfer to four-year colleges use the computer-generated lists of potential institutions selected on the basis of major, location, enrollment and other relevant criteria. The office alerts students to their services via career fairs, college publications, in-class presentations and orientation classes. The counseling staff of the college also supports and assists with career preparation activities.

PROGRAM NAME: Guidance and Counseling Program

LOCATION: Peoria Heights High School

POPULATION: Grades 9-12, economically diverse, 232

CONTACT: Bobbi Grafton, Guidance Counselor

Peoria Heights High School

508 East Glen

(309)686-8803

The career guidance program is an integral component of the total school environment. The current focus is on developing career competencies based on the National Career Development Guidelines. The purpose of the program is to expose all students to career opportunities, workplace expectations and on-the-job experiences.

The program provides a framework for students to increase their understanding of educational achievement and career planning, develop positive attitudes towards work, and gain skills to research and prepare for future employment. The program serves the entire school population and their families. Innovative programs include the establishment of faculty advisor program, career portfolio development, Tech Prep Tuesdays, construction industry tech prep work-based learning experience activities, intervention day, and the patriot volunteer corps parent group.

Collaborative agreements with a variety of community-based agencies complement the program. School-based and work-based learning activities are conducted during the junior and senior years. Parents take an active role in all aspects of the guidance program.

PROGRAM NAME: Career Development and Cooperative Education

LOCATION: Malcolm X College

POPULATION: All students (1,455)

CONTACT PERSON: Robert Kelly, Director

Career Planning/Placement

Malcolm X College

1900 West Van Buren Street

Chicago, IL 60612

(312)850-7087

The primary purpose of the career development and cooperative education center (CDCED) is to assist students in preparing and locating employment. The CDCED has established relationships with area employers and community and government agencies to address student needs beyond what is available at the college. It also developed a privately funded scholarship program for students that has generated more than $20,000 in support from area businesses. An advisory board was formed to aid the department in providing quality career development activities.

The Cooperative Education Early School Leavers Program provides career planning, job entry skills and guidance to assist students in exploring and assessing their interests, aptitude and abilities for consideration of career goals. The target population is 16- to 21-year-old individuals who have left school early. The placement rate is 95-100%.

The CDCEC has designed numerous activities for students to achieve career development competencies. The focus is on self-knowledge/advocacy, educational/occupational exploration and career planning/ preparation/transition. Students receive a wealth of information about themselves and the world of work to help them formulate life plans. They attend career development seminars and employer sessions

designed to enhance their employability in the job market. Career and personal advising is provided to aid students

develop educational and career plans. Daily activities of student services may vary from career advisement, resume writing, career assessment, job interviewing seminars, job placement assistance or job service referral.

Housed within the CDCEC is the Career Resource Center. Students have access to hundreds of job openings listed with the college through the college's JOBTRAK system, the Employment Security jobs database, and hundreds of other jobs posted with the Center. Counseling is provided to help students transition from college to the world of work often through individual counseling sessions and employer seminars.

PART IV

EDUCATION AND

COMMUNITY COLLABORATION

BENEFITS OF EDUCATION/COMMUNITY RESOURCE COLLABORATION

Students benefit by

1. Discovering the relevance of school subjects to jobs.
2. Increasing the number of their role models for different occupations.
3. Making contacts with people involved in occupations.
4. Broadening appreciation of various occupations.
5. Learning about realities of full-time work.
6. Learning advantages and disadvantages of numerous occupations.
7. Exploring the local job market.
8. Learning appropriate attitudes and behavior for job success and survival.
9. Improving oral and written communication skills.

Educators/Schools benefit by

1. Verifying the relevance of school subjects.
2. Providing additional educational resources.

3. Gaining a variety of teaching methods.

4. Obtaining occupational information to enhance curriculum improvement.

5. Publicizing educator/school activities.

6. Learning about new and emerging occupations.

7. Offering additional perspectives to the teaching profession

Community Resource People benefit by

1. Providing awareness of company existence and its functions.

2. Making contacts with potentially qualified employees.

3. Giving companies opportunities to provide direction for students such as identifying which school subjects are required for specific occupations.

4. Providing companies with opportunities to represent work environments and attitudes necessary for employment.

5. Gaining opportunities to inform students about particular occupations within their companies.

6. Disseminating up-to-date occupational information (education, training, etc.).

7. Observing how young people are currently educated related to job preparation.

HOW PARENTS CAN BE INVOLVED

Whether or not they realize it, parents play a profound role in the career development of their children. The attitudes and values parents portray through their words and deeds have a lifetime effect on the career development of their child. Parents determine such attitudes and values as

- The importance of work in supplying daily needs.
- The desirability and meaning of work as a human endeavor.
- The positive work ethics of honesty, loyalty, dependability, productivity, efficiency, effectiveness, punctuality, cooperation, and others.
- The value of education and training for lifelong career success.
- A sense of career aspirations and goals.
- The relative value of pay and money.
- The nobility of labor.
- The social status of different occupations.
- The sex-role stereotyping of jobs and careers.
- The value of unions and collective bargaining.
- The negative work ethics such as "stealing" time, materials, tools, or other things from the employer.

Without intending to do so, parents influence the perception of the world of work through the toys they provide, the experiences they provide (such as taking their son or daughter to work with them for a day), and their treatment of people who hold different kinds of jobs in our society. All of these words and deeds influence the child's view of the world of work.

Teachers can help parents foster their child's career development in the following ways:

- Encourage parents to be an "on-call" career resource person. This involves making one's self available for contacts by an individual or small groups of students who wish to learn more about the parent's particular occupation or career. Students' contacts may be done by telephone, electronically, or in person.
- Encourage students to discuss what they have learned in school about occupations and careers with their parents during evenings and weekends.
- During class help students formulate questions which can be asked of the parents during the evening. What the students learned from their parents can be the basis for discussion during a following class.
- Ask parents to make presentations to the class regarding their occupation and career.

- Send career information and materials home with pupils for their parents to view.
- Have students take schoolwork regarding career development to show their parents.
- Introduce parents to career development activities during large-group parents' meetings.
- Explain to parents during individual parent/teacher conferences the career orientation goals and objectives and the career development progress their child is making.
- Provide parents with informational brochures and other materials to help them understand the importance of their role and how they can positively influence their child's career development.

WORK-BASED LEARNING ACTIVITIES

Work-based learning (WBL) consists of planned career and skill development activities which are designed and developed cooperatively with education, business, industry, parents and labor representatives to provide learners with quality Education-to-Careers transition experiences. Two types of work-based learning experiences have been identified:

1. *Career development WBL experiences* are planned activities which allow learners to explore various career pathways in order to make informed career decisions.
2. *Skills development WBL experiences* are planned activities which allow learners to develop skills for a specific career in technical programs.

The following activities represent typical work-based learning activities provided by schools. They are generally conducted for purposes of career development but some may be adapted for purposes of skill development.

FIELD TRIPS - SOME TIPS FOR PLANNING A SUCCESSFUL TRIP

If a meaningful relationship with community resources is to be maintained and expanded, it is important that proper planning and preparation take place in advance of field trip visits. The agency/business you are visiting expects to meet with students who are experiencing an <u>extension</u> of classroom learning, rather than spending a day on an excursion.

Listed below are some guidelines which will assist you in planning your field trips, preparing your students, and evaluating the experience upon completion.

I. <u>Teacher Preparation</u>

a. Determine if the trip is justifiable.

b. Determine if the entire class or a select group should go.

c. Contact the appropriate person at your field trip location. Discuss the expectations and purposes of all involved in the field trip visit.

d. Make arrangements with your building principal for transportation.

e. Develop "permission slips" and require of all students.

f. If appropriate, send the contact person at the field trip location information on how to speak to students.

g. Secure any information or materials from the field trip location for students to review prior to the trip.

II. <u>Student Preparation</u>

a. Arouse student interest associated with the projected field trip.

b. Make clear to students the purpose of the field trip.

c. Inform students of specific information and demonstrations to observe on the field trip. Be aware of working conditions, duties of workers, clothes they wear, number of workers, safety, workers job satisfaction, etc.

d. Encourage students to prepare questions to be asked during the field trip.

e. Inform students of standards of safety, behavior, and appearance expected during the field trip.

III. Field Trip Day

a. Discuss with the guide the purposes of the field trip.

b. Observe demonstrations and listen to guide's explanation.

c. Allow time for students to ask questions of the guide and teacher.

d. Sincerely express appreciation to all involved at the field trip location.

IV. Follow-Up Activities

a. Conduct group discussion in the classroom after the field trip.

1. Did you enjoy the trip?

2. Did you observe any kind of work you would enjoy doing?

3. Were all your questions answered?

4. What did you learn on this trip that you didn't learn in class?

5. Other questions as appropriate to the situation.

b. Allow for reinforcement of the learning which took place on the field trip by assigning creative projects.

c. Encourage students to recontact the person providing the field trip.

1. Students could visit the field trip location on their own time if possible or appropriate.

2. Write a letter thanking the person conducting the field trip tour.

V. Evaluation

a. Evaluate whether or not the field trip visit accomplished the goals set.

b. Consider whether or not the field trip stimulated student interest and curiosity.

c. Determine if the field trip appeared to affect student attitudes.

d. Where appropriate, have students evaluate the field trip.

e. File your assessment of the experience for future reference.

RESOURCE SPEAKERS - SOME TIPS ON SPEAKING TO STUDENTS

Before the Presentation

Prior to meeting with the students, it's a good idea to talk with the teacher who has requested your assistance. Such a conversation will allow you to

- Arrive at a clear understanding of what you are expected to do and how much time will be allotted for your presentation.
- Learn the general characteristics of your student audience - their ages, interests, abilities, and background in the

topic area - so that you may adapt your presentation to their level of attention and comprehension and avoid talking over their heads, or, equally important, talking down to the students.
- Advise the teacher of any special needs you may have - VCR, tape recorder, miscellaneous demonstration equipment, etc.

If you have an opportunity, you may want to rehearse your presentation.

The Presentation:

Captivate

Use the introductory segment of your presentation to "captivate" your audience.

- Relate your topic to the immediate experiences and concerns of the students. Show the connection between the topic area and the work they are doing in school. Let them know how this information is, or could be, useful to them now as well as later in their lives.
- Put yourself on friendly terms with your audience. This can be done by relating a humorous anecdote, telling an interesting story having to do with your topic, or simply adopting an informal, conversational speaking style.

Educate

There are a number of ways of maintaining the interest of the students as you "educate" them in your topic area.

- Don't rush. Proceed systematically, covering one point at a time. Emphasize key points by repeating and/or summarizing them.
- Consider using audiovisual aids to illustrate or clarify major points. Check to see that all the students can see and hear what you're presenting, and, once you're through, remove each item so it won't be distracting later on.
- Display and/or demonstrate tools or instruments associated with your career.
- Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you may decide simply to direct questions to them. No matter what age level you're working with, you'll find you get a much better response if the students can do something, rather than just listen.

Motivate

In your concluding remarks, "motivate" the students to further explore your field.

- Pass along any ideas you have for activities that might appropriately follow-up your presentation.
- If you have such resources as brochures, pamphlets, posters, or pictures available for distribution, leave them with the students to reinforce the effects of what you've done.

After the Presentation

- Conduct a question-and-answer session if you feel that the time can be properly used to clarify issues or correct misconceptions.
- Allow time to circulate any items you may have brought along to share with the class. By waiting until you have competed your presentation to do this, you will avoid the risk of competing with your own materials.

Here are some specific questions to have in mind in giving your presentation.

Elementary, Grades K-5

- What are the duties of my occupation or profession?
- What are my working hours?
- Must I wear special clothing on the job?
- What equipment or instruments do I use?
- What are the working conditions - indoors, outdoors, noise, temperature?
- How are the subjects that are taught in school useful in my work? Which subjects have been the most helpful to me?
- In what ways do I depend on other people to help me do my work?
- In what ways do others depend on the work I do?
- How does society benefit from my work?

Middle School/Junior High, Grades 6-8

In addition to any or all of the above:

- What kinds of interests and abilities would tend to help a person be successful in my field?
- What are the physical demands of my work?
- What personal qualities are important?
- What factors caused me to select this occupation or profession?
- What are the rewards of this type of work? The drawbacks?

Senior High, Grades 9-12

In addition to any or all of the above:

- What educational preparation is required - high school, trade or technical school, college, on-the-job training, apprenticeship?
- What jobs could young people do to help prepare them for this type of work?
- What are the opportunities for advancement?
- What are the opportunities for travel?
- Is this work performed in all parts of the country? During all seasons of the year?
- How will technology affect my career?
- In what other areas could I use my knowledge and skills?
- How does my career affect my personal life?

Adapted from material prepared by:

Center for Career Development

Mesa Public School

Mesa, Arizona

CAREER DAYS/FAIRS - SOME TIPS FOR PLANNING A SUCCESSFUL ACTIVITY

Your career day/fair can be as simple or extensive as you like. The time involved will depend on how many students your career day/fair is planned for and the size of your career day/fair planning committee. Members of the planning committee should be assigned to head up scheduling, registration/hospitality, luncheon arrangements and recruitment/public relations. The more staff persons involved in the planning and implementation of the day, the easier the work load will be for all.

Careful planning will make implementation of your career day/fair a breeze if you take the following steps.

Four Months before Career Day/Fair

1. Obtain the support of your principal/s.

2. Discuss the career day/fair with the entire school staff prior to planning the event.

3. Include staff and students on your planning committee.

4. Determine the format and location.

5. Assess the needs of your students prior to inviting speakers.

6. Assess the talent/hobbies of your school staff before inviting speakers from the community.

7. Ask parents to recommend speakers or to volunteer themselves.

Three Months before Career Day/Fair

8. Walk through your building site to determine the flow of the day and how many speakers you can accommodate.

9. Determine ahead of time how much parking space you have.

10. Send letters of invitation to potential speakers being sure that entry-level as well as advanced-level positions are represented. Speakers representing nontraditional occupations based on gender should be included. Mention pertinent information about your site.

11. Include a map with your letter so the speakers will know how to reach your site.

12. Ask the speakers if they will need any audiovisual equipment for their presentation.

13. Include a phone number and person to contact in case of questions about the letter of invitation.

14. Make sure committees are working on their assignments.

Two Months before Career Day/Fair

15. Send confirming letters to speakers. Mention parking, hospitality and lunch arrangements.

16. Arrange for a small thank-you gift for the speakers or have the students make them.

17. Arrange for lunch for your speakers.

18. Prepare a folder of information about the school or school district for the speakers.

Three Weeks before Career Day/Fair

19. Prepare a registration form for the speakers.

20. Send reminder letters or postcards to speakers.

21. Arrange for audiovisual equipment.

22. Invite your district superintendent/s, public affairs representative and other people of influence in the community.

Two Weeks before Career Day/Fair

23. Arrange for photographer to take pictures at career day/fair.

24. Talk with the school staff to share career day/fair plans.

25. Give the school staff a package of information that can be shared with their advisory/homeroom groups on the day before career day/fair; have them orient the students.

26. Share with school staff their individual responsibilities for career day/fair.

27. Set up a hospitality room and invite staff to visit it.

28. Prepare final program for printing.

29. Prepare "Welcome" signs and any other signs needed for the rooms.

30. Prepare name tags for the speakers, staff and the student escorts.

31. Identify students to serve as escorts for the speakers as they enter and exit the building and to assist with equipment/materials.

32. Set up a command post with a hotline number so school staff can report if their speaker does not show up.

Career Day/Fair

33. Arrange to have roving school staff check on the room assignments on each floor.

34. Introduce your speakers to school administrator.

35. Ask speakers, staff and students to complete an evaluation form.

36. Arrange for students to escort speakers out of the building and to assist them with their equipment/materials.

37. Send thank you notes to your speakers.

Within One Week after Career Day/Fair

38. Thank staff and students.

39. At the faculty meeting that follows the career day/fair, spend time assessing the event.

40. Prepare a newsletter article for publishing in the local papers, school and/or district newsletters.

Adapted from material developed by

Susan Katzman

St. Louis Public Schools

St. Louis, Missouri

JOB SHADOWING - SOME TIPS FOR A SUCCESSFUL ACTIVITY

Job shadowing in which the student "shadows" or observes a worker doing a particular job can be implemented for a variety of purposes in a variety of ways. One reason to begin a job shadowing program is to introduce students to different careers before they choose a career major. Another reason to begin such a shadowing program may be to introduce students to various jobs or careers within their industry of interest in order to help them make decisions about work-based learning opportunities in the eleventh or twelfth grade. Job shadowing can be short- or long-term and take place with one or more employers. Below are some examples of how to structure the experience:

- Students have three job shadowing experiences in three industries that are of interest to them. Students spend two hours per week for four weeks at each location.
- Students have three job shadowing experiences within the same place of employment. For example, a student observes an employee in marketing in the first experience, rotates to observe an employee in research in the second, and rotates to human resources in the third. Each rotation is four hours per week for two weeks.
- Students who are in an engineering academy are required to job shadow two employees that do the same job at different places of employment. Students observe the first worker for four hours per week for four weeks, and then the second worker for four hours per week for four weeks.

Implementing a job shadowing program requires time and commitment to the program. The following steps will help you begin your program:

1. Establish goals for the program.
1. Develop the structure for the job shadowing experience.
2. Recruit employers.
3. Develop learner outcomes for the student.
4. Create forms and procedures for the program (including parental consent, accident procedures, supervisory evaluation forms, and timesheets).
5. Develop an orientation for students and supervisors.
6. Based on the learner outcomes, develop activities for students.
7. Develop guides for both students and employers.

MENTORING

Mentors are "adults who assume quasi-parental roles as advisors and role models for young people to whom they are unrelated" (Hamilton and Hamilton, 1992). They differ from teachers and counselors (who may serve as mentors in

addition to their professional roles) because mentors volunteer their time, and the scope of their involvement includes a variety of activities. A mentor might change roles daily or weekly and can serve as a tutor, a sponsor, a confidant, and a work supervisor to a student. Recent research supports the idea that mentors can make a significant difference in the lives of young people. In fact, one factor found to be associated with resilience in the face of adversity is the presence of a strong parental figure who offers guidance and encouragement.

Recruiting, matching and training mentors takes a considerable amount of time. Mentoring programs are not without barriers that may include scheduling conflicts, time constraints, transportation problems, communication problems, and unclear expectations about the role of the mentor. Below are five recommendations for developing a successful mentor program.

1. Employers and organizations that are willing to take on the task of finding volunteers within their ranks are a more promising source of mentors than one-at-a-time recruitment. The greatest challenge to a mentoring program can be finding mentors. Finding the time to commit to regular meetings with a young person can seem overwhelming. A teacher may wish to handle all the recruitment efforts during a planning period or afterschool paid position. On the other hand, community-based organizations or an individual provided by a local business group can remove the burden from teachers and assist in recruitment, training and matching.

2. Mentoring programs should concentrate on youths in need. If there are barriers to recruiting mentors in your community, it may not make sense to match all students with mentors, although some students should receive priority. Students who participate in extracurricular activities in school or church may already have mentors from these activities. However, if a student requests a mentor, every possible effort should be made to get a mentor for that student.

3. Mentors need clear goals. One of the most functional and attainable goals is building competence. Competence, the capacity to do something well, is a concrete goal that both the mentor and student can achieve through focused activities. Providing mentors with clear goals for the program helps them feel comfortable about their commitment to participate.

4. Mentors need continuing support. Initial and ongoing training is essential to the success of a mentor program. Mentors need their own mentors, or at least meetings with each other, to discuss the successes and barriers in their mentor relationships. Through such communication, mentors can learn effective strategies from each other and reflect on their own experiences.

5. Mentoring needs a context. Mentors can have difficulty deciding what activities to do if the interaction feels artificial. In other words, the student-mentor relationship must have meaning other than just getting together and going somewhere. Mentoring programs in which students work with mentors in the workplace are advantageous for a few reasons. First, the mentor is already there; the tasks need to be done; and there are skills to be learned, people to meet, and things to talk about.

Adapted from :

Hamilton, S. F. , & Hamilton, M. A. (1992, March). Mentoring programs: Promise and paradox. *Phi Delta Kappan*, 73(7), pp. 546-550

PART V

LABOR MARKET INFORMATION

TOP TEN JOBS BY WORK EXPERIENCE AND EDUCATION LEVEL BOTH SHORT AND LONG TERM

WHERE ARE THE MOST JOB OPENINGS FOR THOSE ENTERING THE LABOR FORCE BOTH NEXT YEAR AND OVER THE NEXT TEN YEARS THROUGH 2006?

On the Job Training

- Cashiers
- Retail Sales
- Waiters & Waitresses
- Janitors & Cleaners
- Office Clerks
- Guards
- Truck Driver, Heavy
- Maintenance Repairers, General Utility
- Hand Packers & Packagers
- Carpenters

Postsecondary Vocational or Associates Degree

- Secretaries
- Clerical Supervisors
- Registered Nurses
- Police Patrol Officers
- Restaurant Cooks
- Automotive Mechanics
- Food Service & Lodging Managers
- Licensed Practical Nurses
- Hairdressers, Hairstylists
- Teacher Aides

Bachelor's Degree

- Accountants and Auditors
- Systems Analysts
- Teachers, Secondary School
- Teachers, Elementary
- Computer Programmers
- Sales Representatives, Science
- Teachers, Special Education
- Computer Engineers
- Electrical & Electronic Engineers
- Loan Officers & Counselors

Bachelor's Degree or Higher with Work Experience

Financial Managers	Administrative Services Managers
Marketing/Public Relations Managers	Physicians
Engineering Managers	Education Administrators
Commercial Artists	Personnel Training, Labor Managers
Lawyers	Management Analysts

*Job openings are generated by employment growth and replacements due to workers leaving jobs/occupations, including changing jobs and retirement.

BEST BETS: OUTLOOK AND WAGES

LONG AND SHORT TERM PROJECTIONS

For some occupations, the outlook for both the **short term** and the **long term** is most favorable. Sorted by educational level and work experience, here are the best bets (jobs with the highest growth rate, annual opening, and which also pay well), both short term and long term. Middle-range wages shown below are the boundaries of the middle 50 percent of workers in that occupation.

MIDDLE HOURLY

On the Job Training WAGE RANGE

Truck Drivers, Heavy $11.41 - $17.78
Maintenance Repairers, General Utility $ 8.10 - $15.49
Carpenters $12.92 - $23.39
Industrial Truck and Trailer Operators $10.97 - $15.39
Adjustment Clerks $10.50 - $15.39

Postsecondary Vocational Training or Associates Degree

Clerical Supervisors $10.70 - $18.62
Police Patrol Officers $14.07 - $19.88
Automotive Mechanics $ 9.95 - $18.35
Electrical & Electronics Technicians $12.17 - $21.96
Industrial Machine Mechanics $12.72 - $18.22

Bachelor's Degree

Systems Analysts $19.16 - $37.21
Teachers, Secondary School $16.36 - $29.36
Computer Programmers $18.83 - $23.70
Teachers, Special Education $17.71 - $27.49
Electrical and Electronic Engineers $15.76 - $25.61

Bachelor's Degree or Higher with Work Experience

Financial Managers $18.17 - $36.77
Marketing and Public Relations Managers $15.52 - $37.33
Engineering Managers $23.35 - $38.71
Commercial Artists $13.00 - $20.02
Personnel, Training, Labor Managers $12.28 - $26.67

To obtain wage date for more than 450 occupations, order your copy of *Occupational Employment Statistics: Wage Data* (cost $10) by phone 312/793-9349. Fax 312/793-2192, or e-mail **lmides@aol.com**

THE JOB OUTLOOK IN ILLINOIS

Finance, Computers, Education Top List for College Grads

Services, Manufacturing, Construction Tops for Others

Job openings in Illinois will total more that 230,000* in 1999 and that number will increase to 2.32 million by the year 2006, according to the latest occupational projections released by the Illinois Department of Employment Security (IDES) Economic Information and Analysis Division (EI&A)

High-tech occupations such as systems analysts, computer programmers and electrical and computer engineers topped the list of "hot jobs" (very favorable outlook short and long term) for college graduates with a bachelor's degree. Jobs in finance, including accountants and auditors, and loan officers and counselors also made the list - as did high school and special education teachers. Overall, 28,355 or 12.3 percent of the openings projected in 1999 require a bachelor's degree, and that number will total 301,130 or 12.9 percent of all job openings occurring through 2006.

Employment is projected to grow at all levels, from jobs requiring only on-the-job training to those requiring an advanced degree. However, nearly 36 percent of next year's most favorable jobs (those with a large number of annual openings and highest growth rates) will require at least an associate degree or some other postsecondary vocational training. And that number will increase to 39 percent by the year 2006.

Good Prospects Both Long and Short Term

A bachelor's or higher degree with the addition of work experience can open the door to the full gamut of management jobs and many professional occupations, which will account for 10.2 percent of openings next year; this category is expected to grow to 11.1 percent or 256,950 openings by 2006. Management positions in high demand include financial managers, marketing and public relations managers, engineering managers, administrative service managers and personnel and training managers. Among the top professional occupations requiring a bachelor's degree are commercial artists and management analysts.

Jobs requiring an associate degree or postsecondary vocational training are expected to produce almost 13 percent of the total openings in 1999, primarily in services-related jobs. Those occupations with the best short- and long-term prospects include clerical supervisors, police officers, cooks, food service managers, hairstylists, teacher aides, registered nurses and licensed practical nurses. Automotive mechanics also ranked high.

Though jobs requiring less education and training are not expected to grow as rapidly, they still will account for 64 percent (147,814 jobs) of employment growth next year and are projected to add 1,415,430 jobs by 2006.

For workers new to the labor force, some jobs require a very short on-the-job training period. The best prospects for that category are cashiers, retail sales persons, waiters and waitresses, janitors and cleaners, office clerks, guards, truck drivers, receptionists, industrial truck operators and adjustment clerks. Good prospects also include hand packers, food preparation and fast food workers.

Jobs requiring longer on-the-job training include maintenance repairers and carpenters.

Occupations in which employment is expected to decline over the long and short term include bank tellers, typists, file clerks, bookkeeping clerks, computer operators, directory assistance operators and cable installers.

RESOURCES

The Illinois State Curriculum Center is a research, referral, and resource center providing free services to Illinois teachers, counselors, and administrators. The Center houses one of the nation's largest collections of cataloged items in applied technology, applied academics, and teacher/trainer development. This includes textbooks, curriculum guides, audiovisual materials, brochures, newsletters, and periodicals. For more information, contact:

Illinois State Curriculum Center
Office of Educational Services
University of Illinois at Springfield, K-80
Springfield, IL 62794-9243
21/786-6375 or 800/252-4822 (for requests)
http://www.uis.edu/-iscc

The Curriculum Publications Clearinghouse is operated by Western Illinois University, through a funding agreement with the Illinois State Board of Education, for the purpose of providing state-developed materials on a cost-recovery basis. For more information and/or a catalog of resources, contact:

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, Il 61455-1396
800/322-3905
http://www.wiu.edu/users/micps/index.html

The Illinois Occupational Information Coordinating Committee (IOICC) coordinates the delivery of occupational and career information for its member agencies while serving their common research needs. The IOICC produces the HORIZONS career information system which provides comprehensive career information to individuals of all ages. Key elements of over 300 careers - work settings, aptitudes needed, wages, outlook and training requirements - are available in a variety of computerized software products. The systems are Career Information System (CIS), Countdown 9,8,7..., and Career Trek. The systems are also available on the Internet by accessing http://www.ioicc.state.il.us/etc.htm, ID: *iletc*, password: *etc99*. For more information, contact:

IOICC
217 East Monroe
Springfield, IL 62706
217/785-0789
http://www.ioicc.state.il.us

The Illinois Employment and Training Centers are designed to provide high-quality, customer-driven and universally accessible education and training services for workers, individuals looking for or needing preparation to work, students and employers. The IETCs are intended to provide services in the most efficient and effective manner possible by integrating and coordinating the providers of education and training to better serve the customers of workforce intervention programs. IETCs are also intended to serve as a primary clearinghouse for the acquisition and distribution of labor market and career information in their service areas. For more information, contact your local center or

Waverly Robinson
Illinois Department of Employment Security
401 South State Street
Chicago, IL 60605
312/793-8958
or
Frank Daigh
Department of Commerce and Community Affairs
620 East Adams
Springfield, IL 62701
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Illinois Department of Employment Security
Economic Information and Analysis Division
401 South State Street
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